

Fifth Grade Module 1: Mid-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 1: Mid-Module Assessment								
Question	Domain		Standards					
	Number and Operations in Base-Ten	Measurement and Data	5.NBT.1	5.NBT.2	5.NBT.3a	5.NBT.3b	5.NBT.4	5.MD.1
1	1 2 3 4				X	X		
2	1 2 3 4		X	X				
3a	1 2 3 4						X	
3b		1 2 3 4						X
4	1 2 3 4		X	X	X	X	X	

Domain Score	Number and Operations in Base-Ten		Measurement and Data	
Total Points			*Consider less emphasis on this score in the grade book since it reflects only one item.	
Level	4	14-16 pts.	4	4 points
	3	10-13 pts.	3	3 points
	2	6-9 pts.	2	2 points
	1	4-5 pts.	1	1 point

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Fifth Grade Module 1: Mid-Module Assessment Task Score Sheet (continued)

Fifth Grade Module 1: Mid-Module Assessment Task (Topics A–C) Clusters and Standards Addressed

Generalize place value understanding for multi-digit whole numbers

- 5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $\frac{1}{10}$ of what it represents in the place to its left.
- 5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.
- 5.NBT.3** Read, write, and compare decimals to thousandths.
- Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (\frac{1}{10}) + 9 \times (\frac{1}{100}) + 2 \times (\frac{1}{1000})$.
 - Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 5.NBT.4** Use place value understanding to round decimals to any place.
- 5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.